DOCUMENT RESUME

ED 307 725 EA 021 082

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TITLE Characteristics of Educational Administration Graduates.
PUB DATE Apr 88
NOTE 31p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockland, ME, April 27-29, 1988).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Characteristics; *Administrator Education; Elementary Secondary Education; *Field Experience Programs; Higher Education; Internship Programs; Management Development; *Practicums; *Professional Development; *Professional Training
IDENTIFIERS *New York

ABSTRACT

An investigation sought to ascertain the characteristics of preservice administrator graduates of the New York State Department of Educational Leadership and Administration (DELA) master's degree and professional diploma programs on the bases of their demographic traits, their career status and expectations, and their perceptions of their program field experiences. The purpose of the study was to develop a profile of the typical intern who underwent supervised administrator program field experiences. Of 1,600 interns who were mailed questionnaires, 715 (44.7 percent) were returned for analysis. The findings support the practice of administrator training programs providing supervised practicums and internships. Survey forms are appended. (JAM)

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Characteristics of Educational Administration Graduates

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Paper presented at the New England Educational Research Organization
April 27-29, 1988 in Rockland, Maine

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Background for the Study

In 1974 the C. W. Post competency-based administrator education (CBAE) proposal for training school administrators became one of the first such programs given CBAE registration in New York State. Upon successful completion of the CBAE program, a graduate may become eligible for either the New York State School District Administrator and/or Supervisor and Administrator Certification (SAS).

Master's degree and Professional Diploma programs in DELA (Department of Educational Leadership and Administration) were established with input from public and private school teachers and administrators of elementary and secondary schools on Long Island, New York City, and Westchester; the representatives on DELA's CBAE board; the alumni association; faculty members of the School of Education; and professional educator association representatives.

The purpose of the graduate programs in educational administration is to prepare administrators for leadership positions in educational institutions and related organizations. The central preparation focuses upon the intellectual, conceptual, human, technical, and organizational skills necessary for competence in educational problem solving, policy analysis and formation, and institutional development.

The program design and content have been influenced by the belief that the educational leader makes his/her impact upon educational institutions through performing a number of major functions in the institutions including:

1. defining, with others, the institution's missions and special role in society;
2. analyzing and helping define significant issues confronting administrators;
3. directing the institution in formulating significant policies in response to these issues; and
4. defining the system, its purpose and values.

The program is designed to prepare candidates for a variety of administrative positions and to meet with individual needs of candidates as well as the certification mandates of the State of New York.

C. W. Post (Long Island University) is a member of CADEA (The Collegiate Association for the Development of Educational Administration). CADEA is a state-wide group which is composed of professors from all institutions of higher education in New York State who have an interest in educational administration. It is an informally structured group, and its meetings serve as opportunities for professors to communicate with one another about developments in their field.

Since 1974, over 1600 students have graduated from the C. W. Post educational administration program. In April 1987 a follow-up study was conducted of DELA graduates in an effort to describe the general characteristics of educational administration graduates from a metropolitan university. Surveys were mailed to all program graduates, and over 700 completed forms were received by DELA. This presentation will focus on the results of the DELA graduate survey. The results reported in this study are based on an internal program survey.

This survey study will develop a profile of graduates and may generate broader questions about the nature of the internship, the characteristics of interns, and the implications of the internship for future development of pre-service administrator preparation programs.

Purpose of the Study

During the past several years, the faculty members of DELA have raised questions about the nature and characteristics of the professionals who come to us for field experiences. The department faculty also wanted to know more about the people who served internships over the past 13 years. The survey questionnaire was the instrument chosen. The results of the survey were combined with reviews of student records, interviews and conferences with the full-time academic student adviser, interviews with the internship coordinator, and feedback from interns in required seminars. The survey questionnaire, interviews, record reviews, and program evaluations were used to develop a profile of the "typical" intern.

Questions of the Study

Answers were sought to questions in three interrelated areas: demographic-educational characteristics of the DELA graduates, career information, and program.

Demographic-educational

1. What do the teacher/administrator professionals who enter and complete our internship look like demographically and educationally?

2. How do the characteristics of interns compare with the general characteristics of teachers on Long Island?

Career

1. What teaching/administrative positions do interns hold while serving their internships?

2. What career expectations do interns express at the end of the field experience?

Program

1. How do interns evaluate their field experience and internship seminar at the culmination of the DELA program?

2. What general perceptions of the field experience are reported by interns at the culmination of the DELA program?

Methodology

In order to gather data for purposes of comparing our present interns with past graduates (see Appendix A), a DELA Graduate Questionnaire was developed (see Appendix B) and mailed to former DELA students and to graduates who were in DELA programs between 1974 and 1987 (N = 1600). A return of 715 or 44.7% of all questionnaires was available for analysis by May 1987.

The major source of information about intern perceptions and evaluations of program was obtained from intern program evaluation sheets (see Appendix C) and through conferences with interns, coordinators, and the faculty supervisors.

Findings

Year

A look at Table 1 reveals that although approximately 19% (133) of the students completed the C. W. Post program prior to 1980, the

years 1984-1986 accounted for 46% (324) of the graduates. The years 1980-1983 represented only 35% (231). In 1986, 18.3% (128) completed the program whereas in 1980, 7.6% (53) completed the program.

Table 1

Year DELA Program Completed
(N = 701)

Year	N	%
1987	13	1.8
1986	128	18.3
1985	99	14.1
1984	97	13.8
1983	55	7.8
1982	60	8.6
1981	63	9.0
1980	53	7.6
Prior to 1980	133	19.0

Age

As Table 2 indicates, the greatest number of DELA graduates (32.2% or 230) are between the ages of 36 and 40. The smallest number of DELA graduates (6.9% or 49) are 55 and over.

Table 2

Present Age of DELA Graduates
(N = 715)

Age	N	%
55 and over	49	6.8
51-54	53	7.4
46-50	119	16.6
41-45	187	26.2
36-40	230	32.2
Under 35	77	10.8

In fact, the 1987 DELA intern population (N = 119) shows that more DELA interns are in the 36-40 year-old bracket.

55 and over	4.2
41-54	37.0
36-40	41.2
35 and under	17.6

Sex

Table 3 shows that there is an equal distribution of females (50.4% or 354) and males (49.6% or 349) in the DELA program.

Presently, 63.7% (76) of the 1987 DELA interns are female and 36.1% (43) are males. The number of female candidates in the early 1980s began to exceed the number of male candidtes, and this trend continued through 1987.

Table 3

Sex of DELA Graduates
(N = 703)

Sex	N	%
Male	349	49.6
Female	354	50.4

Marital Status

Of the total sample, 78.6% (546) of both males and females are married (see Table 4).

Table 4

Marital Status of DELA Graduates
(N = 695)

Status	N	%
Married	546	78.6
Single	149	21.4

Campus

According to Table 5, 64% (473) of the DELA graduates completed most of their coursework at the main (C. W. Post) campus. Another 33% (244) attended the Brentwood campus, and only 3% (25) attended the Southampton or Brooklyn campus.

Table 5

Campus Attended by DELA Graduates
(N = 742)

Site	N	%
C. W. Post	473	63.7
Brentwood	244	32.9
Southampton	19	2.6
Other	6	.8

Educational Background

A look at Table 6 reveals that, at least 80% (612) of the DELA graduates received a professional diploma. Only 20% (150) received a master's degree.

Table 6

Degree Received by DELA Graduates
(N = 765)

Degree	N	%
Masters	150	19.6
Professional diploma	612	80.0
Neither; applied for state certification	3	.4

Highest Degree Obtained

As Table 7 indicates, for 58.4% (537) of the DELA gradutes, the professional diploma is the highest degree obtained to date. The master's degree is the highest degree for 19.9% (183) of the DELA graduates, whereas the master's degree plus credits is the highest degree for 14.7% (135). Almost 4% (32) possess a doctorate, and 1.5% (13) are presently doctoral candidates.

Table 7

Highest Degree Obtained by DELA Graduates
(N = 920)

Degree	N	%
Doctorate	32	3.5
Professional diploma	537	58.4
Masters plus	135	14.7
Masters	183	19.9
Doctoral candidate	13	1.4
Specialty certificate	19	2.1

The typical 1987 DELA intern holds a masters degree (74.8%).

Types of Certification

Table 8 shows that over 82% (571) hold New York State certification as a School District Administrator. At the same time 53% (372) are provisionally certified as a School Administrator and Supervisor, whereas 47% (285) are permanently certified.

Table 8

Certification of DELA Graduates
(N = 657)

Type	N	%
SDA	571	82.0
SAS (provisional)	372	53.0
SAS (permanent)	285	47.0

Career Change

Approximately 54% (381) of the DELA gradutes have changed administrative or teaching positions since completion of the DELA Programs, whereas 46% (329) have remained in the same position (see Table 9).

Table 9

Changed Position Since Completion of DELA Program
(N = 710)

	N	%
Yes	381	53.7
No	329	46.3

Only 11.8% (14) of the 1987 DELA interns moved to full-time administrative positions during the course of the internship. Data for the Graduate Survey indicate that the largest percentage of graduates move to full-time administration within five years after completion of the DELA program.

District Change

According to Table 10, almost 80% (561) of the DELA gradutes have not changed school districts since completion of the DELA program, whereas 20% (145) have changed districts.

Table 10

Changed Districts Since Completion of DELA Program
(N = 706)

	N	%
Yes	145	20.5
No	561	79.5

Still Looking

Table 11 shows that, at least 51.5% (356) of the DELA graduates are still actively seeking an administrative position, whereas 48.5% (335) are no longer seeking a position.

Table 11

Still Seeking an Administrative Position
(N = 691)

	N	%
Yes	335	48.5
No	356	51.5

Present Position

As Table 12 indicates, currently 54.5% (366) of the DELA graduates are full-time administrators/supervisors. Another 41% (276) are teachers, and only 4.5% (30) hold other positions.

Table 12

Present Position of DELA Graduates
(N = 672)

Position	N	%
Administrator	366	54.5
Teacher	276	41.0
Other	30	4.5

Teaching Position

Table 13 shows that the greatest number of teachers are at the secondary level (grades 9-12). Forty-three percent (139) are at the high school level. There are 28% (91) at the elementary level (grades K-6) and 21% (66) at the junior high/middle school level.

A total of 74.0% (88) of the 1987 DELA interns hold teaching positions at the elementary, junior high, or secondary school levels.

Administrative Position

A look at Table 14 reveals that the greatest number of administrators (22.5% or 81) are assistant principals. Department chairpersons account for 21.5% (76) of the DELA graduates. Directors account for 13.9% (50) and principals account for 13.1% (47). Another 11.1% (40)

Table 13

Level of Present Teaching Position of DELA Graduates
(N = 322)

Level	N	%
Elementary	91	28.3
Middle	9	2.8
Junior high	57	17.7
High	139	43.2
Junior/high	5	1.6
Other	21	6.4

Table 14

Present Administrative Position of DELA Graduates
(N = 360)

Title	N	%
Assistant principal	81	22.5
Chairperson	76	21.1
Director	50	13.9
Principal	47	13.1
Coordinator	40	11.1
Administrative assistant	16	4.4
Assistant superintendent	6	1.7
Dean	6	1.7
Other (acting or assistant)	39	10.5

are coordinators. The remaining 18% (66) include administrative assistants, assistants to acting administrators, deans, trainers, etc.

District Location

According to Table 15, approximately 46% (303) of the DELA graduates work in Suffolk County, while 34% (224) work in Nassau County. Another 16% (105) work in New York City and 4% (28) work in other geographic areas.

Table 15

Location of School District of DELA Graduates
(N = 660)

Location	N	%
Nassau	224	33.9
Suffolk	303	45.9
New York City	105	15.9
Westchester	6	.9
Other	22	3.4

Nearly half of the 1987 DELA interns are working in Suffolk County public schools. There are 129 school districts in Nassau and Suffolk Counties. DELA has interns in at least 55 of these districts. DELA interns also serve in more than 20 of the 32 Community School Districts and 100 high schools located in New York City.

A total of 26.3% (31) of the 1987 DELA interns hold full-time administrative/supervisory positions. The administrative/supervisory

posts include assistant principals, junior or senior high school department heads, deans, coordinators, special education supervisors, teacher trainers, staff developers, computer coordinators, and educational evaluators. The department head is the most frequent position reported.

Total Years in Education

Table 16 profiles DELA graduates as experienced in the field of education. An analysis of respondents shows that 40.9% (280) of the DELA graduates have between 16 and 20 years experience in education with 11% (78) reporting 20 years experience. Over 26% (179) have between 11 and 15 years experience.

Table 16

Total Years in Education of DELA Graduates
(N = 684)

Years	N	%
0- 5	5	.7
6-10	66	9.6
11-15	179	26.2
16-20	280	40.9
21-25	120	17.5
26-30	30	4.4
Over 30	4	.7

The 1987 DELA interns are experienced teachers in the field of education with 45.4% (54) reporting more than 15 years experience. Only 3.3% (4) report between 1 and 5 years experience.

Years in Present Position

Table 17 shows that, of the total sample, 53.5% (356) of the DELA graduates surveyed have between 0 and 5 years experience in their present position with 18.6% (124) reporting 0-1 year experience. Nineteen percent (122) have between 6 and 10 years experience.

Table 17

Years in Present Position of DELA Graduates
(N = 665)

Years	N	%
0- 5	356	53.5
6-10	122	18.9
11-15	67	10.1
16-20	87	13.2
21-25	27	4.1
26-30	5	.2
Over 30	1	.0

More than 40% (50) of the 1987 DELA interns have less than five years experience in their present position. It appears that DELA interns are teachers who have made recent position changes, some to quasi-administrative posts and others to new teaching positions.

Educational Settings

As Table 18 indicates, approximately 88% (676) of the DELA graduates have educational experience in public schools, while 12% (90) have

experience in private, independent, or parochial schools (some DELA graduates reported experience with both types of educational settings).

Table 18

Type of Educational Experience of DELA Graduates
(N = 768)

Type	N	%
Public	676	88.0
Private	90	11.7
University	2	.3

A total of 115 of the 1987 DELA interns are serving in the public schools, and 14 of these report they have experience in both public and non-public schools.

Summary Profile

In summary, the typical DELA graduate in this study is a married male or female, between the ages of 36 and 40 with between 16 and 20 years experience in education, and about 0 to 5 years in his/her present public school position on Long Island. He/she completed the C. W. Post program between 1984 and 1986 at the main campus and received a professional diploma which is his/her highest degree obtained to date.

Although half of the DELA graduates changed positions since completing the DELA program, he/she is still in the same district and is actively seeking an administrative position. Presently, half of the DELA graduates hold a full-time administrative position as assistant

principal or department chairperson, while the other half are teaching at the high school level.

An analysis of the data revealed that the typical 1987 intern has more than 15 years teaching experience in the public schools, is female, has served in secondary schools, and holds a masters and/or higher degree. The data also show that the majority of interns have made a position change in the last five years.

Program Related

Over the past 12 years, DELA interns consistently rated the field experience as a valuable component in their pre-service preparation. The required internship seminar that accompanies the field experience was also rated as a worthwhile and essential part of the internship experience by DELA students. In 1982, for example, as a part of the DELA self-study, graduates were asked to rank five program activities according to the importance they held for achieving specific DELA program objectives. The internship was ranked first by a wide margin over classroom instruction, performance (e.g., tests), guest lecturers, and personal contact with faculty (e.g., conferences). The DELA interns continue to rate the internship as the most important program activity for achieving performance objectives in the field experience.

The advisement and orientation segments of the DELA program were well received. Based on the experience of 12 years, the department has developed a comprehensive advisement process for incoming students and for students entering the field experience. A full-time program adviser works with DELA students on a continuing basis.

The Director of the C. W. Post Principalship Center serves as the Internship Coordinator. He revises all internship proposals and intern placements in cooperating school districts. The 1987 interns felt that these advisement procedures greatly assisted them in their transition from course work to field work. This service is viewed as a serious university and departmental commitment to the importance of field work.

The use of former school administrators as seminar leaders and field supervisors was also highly valued by DELA interns.

In general, interns expressed satisfaction with the DELA program. However, some areas of their field experience raise important questions and will require further study; for example:

Can the intern hold a full-time position and still meet the requirements of the internship program?

Is the dearth of full-time paid internships affecting the quality of the field experience?

What effect will future certification requirements have upon the internship program?

What effect, if any, will the mentor (peer assistance) program and teacher empowerment movements have upon the internship programs in local school districts?

What future role will the teacher union play in shaping and structuring the internship in local school districts?

What role may we expect to be played by state education departments in the shaping of internships in New York?

What future role does the teacher union play in the placement and supervision of part-time or full-time internships in the metropolitan school districts?

Summary

This study was designed to identify and describe demographic-educational characteristics of DELA graduates and to report their perceptions of the nature and quality of the internship experience.

The time may be right for university departments of educational administration to give closer attention to the role of the practicum or internship in the planning of curriculum and instruction in preparation programs. Nearly four decades have passed since Davies (1950) and Hooker (1958) described early efforts and experimentation with field work in educational administration programs. Researchers continue to point out, however, that little systematic study of the internship or practicum is found in the literature (Daresh, 1986, 1987; Hoyle, 1985; Pitner, 1982; Sweeney, 1981). National educational reform reports have added impetus to the movement to improve quality of leadership training and to include a supervised practice component (National Commission on Excellence in Educational Administration Report, 1986).

It may be that this new surge of interest will breathe life into the traditional and sometimes benign exercise of providing supervised practice for the pre-service administrator candidate. Certainly, the administrator preparation programs around the nation are at a crossroads. One path may lead to the total abandonment of field experiences offered by university departments of educational administration. Another may

invite educational agencies such as the state department of education to accept field experience supervisory responsibility. Still another may allow the teacher unions, the professional educator associations, or administrator unions to coopt the supervision of administrative field experiences. Because of these possibilities, it is incumbent on university departments of administration to review and perhaps modify the internship experience to assure that students continue to value the internship as a part of the preparation program.

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D.E.L.A. INTERNSHIP SURVEY - 1987

I. DEMOGRAPHIC DATA:

(PLEASE CHECK APPROPRIATE BLANK)

1. Age: 55 and over _____ 41-45 _____
51-54 _____ 36-40 _____
46-50 _____ 35 and under _____

2. Sex: Male _____
Female _____

3. Marital Status: Married _____
Single _____

II. PROGRAM DATA:

4. Campus at which you have completed most of your D.E.L.A. graduate course work:
_____ Post
_____ Brentwood
_____ Southampton
_____ Other (specify) _____

5. Program matriculated in while in D.E.L.A.: _____ Masters
_____ Professional Diploma
_____ Other (please specify)
_____

6. Year of expected graduation: _____ 1987
_____ 1988
_____ after 1988

III. CAREER AND PROFESSIONAL DATA:

7. Present full-time position: _____ elementary teacher
_____ junior high/middle school teacher
_____ secondary teacher
_____ administrator, supervisor

8. If administrative/supervisory full-time position, please list title: _____

9. School District Location: _____ Nassau
_____ New York City Schools
_____ Suffolk
_____ Westchester
_____ Other (please specify)
_____

10. Years in present position: _____ 1-5
_____ 6-10
_____ 11-15
_____ more than 15

11. Total years in education: _____ 1-5
_____ 6-10
_____ 11-15
_____ more than 15

D.E.L.A. INTERNSHIP SURVEY - 1987 (CONTINUED)

12. Type of educational setting you have worked in as a teacher and/or administrator:
    _____ public schools
    _____ private, independent, or parochial schools

13. Have you changed positions since beginning the D.E.L.A. program?
    _____ Yes
    _____ No

14. Have moved from a full-time teaching position to a full-time administrative position since beginning the D.E.L.A. program?
    _____ Yes
    _____ No

(PLEASE RETURN THIS SURVEY TO YOUR INTERNSHIP PROFESSOR BY THURSDAY, APRIL 9, 1987. THANK YOU!

Dr. Richard K. White, Chairman
Department of Educational
Leadership and Administration (D.E.L.A.)
School of Education - LB 318
Long Island University
C. W. Post Campus
Greenvale, New York 11548

APPENDIX B

D.E.L.A. GRADUATE SURVEY - 1987

1. The year you completed the C. W. Post D.E.L.A. program: (CHECK ONE)

1987	_____	1982	_____
1986	_____	1981	_____
1985	_____	1980	_____
1984	_____	before 1980	_____
1983	_____		

2. Present Age:
   - 55 and over _____
   - 51-54 _____
   - 46-50 _____
   - 41-45 _____
   - 36-40 _____
   - under 35 _____

3. Sex:
   - Male _____
   - Female _____

4. Marital Status:
   - Married _____
   - Single _____

5. Educational Background Questions:
   - A) Campus at which you completed most of your work in the C. W. Post D.E.L.A. Masters or Professional Diploma:
     Post _____ Brentwood _____ Southampton _____
     Other _____ (Rockland, etc.)
   - B) Did you receive a:
     - Masters Degree _____
     - Professional Diploma _____
     - Neither, only applied for State Certification _____
   - C) Highest Degree obtained to date:
     - Doctorate _____
     - Professional Diploma _____
     - Masters _____
     - Masters plus _____ credits
     - Specialty Certificate -

     (please specify) _____
   - D) Which type(s) of New York State Certification do you presently hold? (check all applicable):
     - (SDA) School District Administrator _____
     - (SAS) School Administrator and Supervisor (Provisional) _____
     - (SAS) School Administrator and Supervisor (Permanent) _____
     - Permanent Teaching Certificate _____
     - Other _____

6. Career Questions:
   - A) Have you changed administrative or teaching <u>positions</u> since completion of D.E.L.A. programs? _____ Yes _____ No
   - B) Have you changed school <u>districts</u> since completion of D.E.L.A. programs? _____ Yes _____ No
   - C) Are you still actively seeking an administrative position? _____ Yes _____ No

D.E.L.A. GRADUATE SURVEY - 1987 (CONTINUED)

7. Present Full-time Position: Teacher _____
   Administrator/Supervisor _____
   Other _____
8. If currently teaching: List grade level(s) _____
9. If currently in administrative/supervisory position:
   Title of Position _____
10. Is your district located in: Nassau _____
    Suffolk _____
    New York City _____
    Westchester _____
    Other (please specify) _____
11. Years in present position _____
12. Total years employed in education _____
13. Is your educational experience in: _____ public school
    _____ private, independent, or parochial schools

(PLEASE RETURN THIS SURVEY IN THE ENCLOSED SELF-ADDRESSED, POSTPAID ENVELOPE BY WEDNESDAY, APRIL 15, 1987. THANK YOU!)

Dr. Richard K. White, Chairman
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APPENDIX C

LONG ISLAND UNIVERSITY
C. W. POST CAMPUS
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND ADMINISTRATION

DATE _____

MASTER'S _____ P.D. _____

EVALUATION SURVEY

CAMPUS _____

In order to continually meet the needs of our students, we are in the process of evaluating our programs. The enclosed questions should take approximately fifteen (15) minutes of your time to complete. Please feel free to include any comments you have in the areas provided or on the reverse side of this form.

1. To what degree would you rate the following aspects of the Department of Educational Leadership and Administration? Please circle the appropriate answer.

	EXCELLENT	AVERAGE	POOR	NO BASIS FOR OPINION
A. Overall rating of DELA	E	A	P	NBO
B. Academics:				
Core I (Ed. 930)	E	A	P	NBO
Core II (Ed. 931)	E	A	P	NBO
Internship	E	A	P	NBO
Internship Seminar	E	A	P	NBO
Summer Institute	E	A	P	NBO
Weekend College	E	A	P	NBO
Course Sequence	E	A	P	NBO
Organization of Courses and Materials	E	A	P	NBO
Class Guest Lecturers	E	A	P	NBO
C. Support Services				
Registration Procedures	E	A	P	NBO
Grade Reporting System	E	A	P	NBO
Textbook Availability	E	A	P	NBO
Financial Aid Service	E	A	P	NBO
Library Services Availability	E	A	P	NBO
Computer Time Availability	E	A	P	NBO

	EXCELLENT	AVERAGE	POOR	NO BASIS FOR OPINION
D. Faculty				
Teaching Expertise	E	A	P	NBO
Knowledge of their field	E	A	P	NBO
Availability	E	A	P	NBO
Ability to set realistic/clear expectations	E	A	P	NBO

2. Which of the following has been most effective in orienting you to DELA's policies? Please rank order of these items.

_____ Group interview process _____ Other: _____

_____ Personal advisement _____

_____ Discussion in Core I _____

3. How important were each of the following to you in choosing DELA? Please circle the appropriate answer.

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	NO BASIS FOR OPINION
Reputation	VI	SI	NI	NBO
Geographical Location	VI	SI	NI	NBO
Flexibility (Personal needs/interests)	VI	SI	NI	NBO
Influence of Alumni	VI	SI	NI	NBO
Influence of Enrolled Friends	VI	SI	NI	NBO
Recommendation of Administrators in the Field	VI	SI	NI	NBO
Tuition Remission	VI	SI	NI	NBO

4. Considering all aspects of your academic program, please comment on what you believe to be:

(a) the best feature(s) _____

_____

_____

(b) the least desirable feature(s) _____

_____

_____

5. What course(s) or modifications would you add to the program to meet your professional and personal needs? Please check where appropriate.

_____ Administration of Educational Programs for Exceptional Learners

_____ Special Education and the Law

_____ Administration of Adult Education

_____ Theories and Practice of Organizational Development

_____ Computer Technology in School Administration

_____ Other: _____

_____

_____

6. Indicate where most of your coursework has been.

_____ Main Campus at Greenvale

_____ Brentwood Branch

_____ Southampton Branch

_____ Brooklyn Branch

7. How can the Department of Educational Leadership and Administration better serve you:

_____

_____

_____

_____

_____

_____

_____